

Publisher: _____

Curriculum: _____

Copyright date: _____

Curriculum Alignment With Foundations: Goals and Strategies Self-Report

Contact Person: _____

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Thank you for your interest in providing licensed early learning and development programs a quality four-year-old curriculum. Please answer the questions below, then complete the chart. Include the title of the curriculum book and page number for reviewers to be able to validate your responses.

1. A. Describe how your curriculum articulates a theoretical and/or research-base for the approach and clearly demonstrate how the curriculum utilizes the theory and/or research as a basis for making decisions about experiences provided for children. The curriculum may also have empirical evidence regarding the effectiveness of the curriculum collected with sound research methodology.

- 1.B. Describe how your curriculum:
- Presents concepts that are relevant to children's everyday experiences.
 - Supports children making choices and exploration.
 - Includes adaptations for children with disabilities.
 - Includes family engagement strategies, such as promoting collaborations with families to plan individual learning experiences for children.
 - Supports the development of children from diverse backgrounds, including dual language learners (See page 151 of NC Foundations for Early Learning and Development).

2. Describe your curriculum's ongoing/formative assessment process for observing and documenting information related to individual children's level of development, current skills, and interests, and using that information to develop plans(experiences for children).

North Carolina Foundations for Early Learning and Development Domains, Subdomains and Goals	How the curriculum meets NC FELD Goals for Preschoolers Include title of curriculum document and page numbers	North Carolina Foundations for Early Learning and Development Strategies for Preschoolers	How the curriculum meets NC FELD Strategies for Preschoolers Include title of curriculum document and page numbers
Approaches to Play and Learning (APL)			
Goal APL-1: Children show curiosity and express interest in the world around them. Goal APL-2: Children actively seek to understand the world around them.		Provides examples of open-ended questions to encourage children to share ideas, what they like, dislike and enjoy. (e.g., What will happen when we add the water to the flour? Have you ever wondered where snow goes?	
Play and Imagination			
Goal APL-3: Children engage in increasingly complex play. Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.		Promotes the integrated use of materials throughout activities and centers (e.g., Making play-doh - measurement/math; recipe/early literacy; and questions including predictions/science)	
		Curriculum provides a variety of experiences to appeal to children who learn in different ways and supports children making choices. (e.g., Group interest is flowers. Real objects [flowers]; pictures; music; language activities; books; the outdoors; active play; quiet play and/or group activities are provided on flowers.)	
Risk-Taking, Problem-Solving, and Flexibility			
Goal APL-5: Children are willing to try new and challenging experiences. Goal APL-6: Children use a variety of strategies to solve problems.			
Attentiveness, Effort, and Persistence			
Goal APL-7: Children demonstrate initiative. Goal APL-8: Children maintain attentiveness and focus. Goal APL-9: Children persist at challenging activities.		Provides project ideas that are completed over the course of several days.	
Emotional and Social Development (ESD)			

Goal ESD-1: Children demonstrate a positive self-identity and self-awareness. Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.		Curriculum promotes planning experiences based on children's current observed needs, abilities and interests.	
		Curriculum promotes giving children choices as opposed to recommendations promoting center rotation or lists of children assigned to centers.	
		Curriculum provides suggestions for family involvement.	
Developing a Sense of Self With Others			
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs. Goal ESD-4: Children form relationships and interact positively with other children. Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.		Curriculum provides positive behavior management strategies.	
Learning About Feelings			
Goal ESD-6: Children identify, manage, and express their feelings. Goal ESD-7: Children recognize and respond to the needs and feelings of others.		Provides examples of phrases for teachers to use to encourage children to express their feelings, take appropriate action and notice the feelings of other children (e.g., Words for conflict resolution).	
Health and Physical Development (HPD) Physical Health and Growth			
Goal HPD-1: Children develop healthy eating habits. Goal HPD-2: Children engage in active physical play indoors and outdoors. Goal HPD-3: Children develop healthy sleeping habits.		Provides a sample schedule which includes times for eating, child choice (active and quiet), nap, and physical activity both indoors and outdoors or provides appropriate guidance on creating a schedule. Guidance should include: schedules are predictable, but flexible and responsive to the needs of children.	
Motor Development			
Goal HPD-4: Children develop large muscle control and abilities needed to move through and explore their environment. Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.		Curriculum integrates adaptation recommendations for children with different ability levels, including disabilities, throughout the curriculum.	
Self-Care			
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs. Goal HPD-7: Children develop independence in caring for themselves and their environment.			
Safety Awareness			
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.			
Lanugage Development and Communication (LDC) Learning to Communicate			

Goal LDC-1: Children understand communication from others. Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood. Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly. Goal LDC-5: Children describe familiar people, places, things, and events. Goal LDC-6: Children use most grammatical constructions of their home language well. Goal LDC-7: Respond to and use a growing vocabulary.		Curriculum includes new vocabulary words and definitions which are reinforced repeatedly throughout daily routines and experiences.	
Foundations for Reading			
Goal LDC-8: Develop interest in books and motivation to read. Goal LDC-9: Comprehend and use information presented in books and other print media. Goal LDC-10: Children develop book knowledge and print awareness.		Provides age appropriate fiction and non-fiction books and/or a list of titles that stimulate children's curiosity for a variety of subject areas. Include stories that reflect dual language and predictable text.	
		Provides multicultural books and/or a list of titles to help children develop an understanding of individual differences and similarities (e.g., culture, race, age, gender, sociocultural experiences, disabilities, non stereotypical).	
Goal LDC-11: Develop phonological awareness. Goal LDC-12: Develop knowledge of the alphabet and the alphabetic principle.		Curriculum includes strategies for promoting phonological awareness, print and alphabet knowledge within daily conversations, activities, and routines (e.g., playful experiences, songs, rhymes, poems, books)	
		Provides letter names in the context of daily activities (as opposed to teaching one letter per week) and provide opportunities for children to hear specific letter sounds, particularly beginning sounds (e.g., Recognize and name letters of the alphabet, especially in the child's own name and names of others who are important to them).	
Foundations for Writing		Foundations for Writing	
Goal LDC-13: Use writing and other symbols to record information and communicate for a variety of purposes. Goal LDC-14: Children use knowledge of letters in their attempts to write. Goal LDC-15: Children use writing skills and writing conventions.		Promotes literacy-rich play activities that reflect children's interest and sociocultural experiences.	
		Curriculum promotes activities that emphasize the use of unlined paper for children's writing as opposed to ditto sheets, dot-to-dot and tracing activities so they will focus on letter formation instead of letter orientation.	
Cognitive Development (CD) Construction of Knowledge: Thinking and Reasoning			

Goal CD-1: Children use their senses to construct knowledge about the world around them. Goal CD-2: Children recall information and use it for new situations and problems. Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.		Introduce a problem and encourage children to come up with as many solutions as possible. Then ask them to questions about possible consequences.	
Creative Expression			
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression. Goal CD-5: Demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.		Promotes activities that encourage children to use their imagination and express ideas through art, construction, movement, music, etc..	
Social Connections			
Goal CD-6:Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities. Goal CD-7: Children recognize that they are members of different groups (Eg. family, preschool class, cultural group) Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others. Goal CD-9: Children explore concepts connected with their daily experiences in their community.			
Mathematical Thinking and Expression			
Goal CD-10: Children show understanding of numbers and quantities during play and other activities. Goal CD-11: Children compare, sort, group, organize, and measure objects and create patterns in their everyday environment. Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities. Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.		Provides real-life and purposeful experiences that are related to children's understanding of quantities (e.g., "How many graham crackers will we need for your table at snack time?").	
		Promotes mathematical thinking activities that incorporate the use of manipulatives and literacy-related materials that can be use in the context of daily experiences and routines (e.g., counting, numerals, measurement and shapes).	
Scientific Exploration and Knowledge			
Goal CD-14: Children observe and describe characteristics of living things and the physical world. Goal CD-15: Children explore the natural world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.		Promotes hands-on activities that enhances scientific exploration, knowledge and new vocabulary.	
		Provide hands-on experiences that expose children to the scientific method of inquiry: observing, questioning, predicting, experimenting, and representing results.	